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ABSTRACT

A practicum aimed to improve the basic sight vocabulary of second grade Chapter 1 students by implementing poetry activities and dictionary skills. Eight students were introduced to a new poem and 2 vocabulary words each week, for 12 weeks, receiving 45 to 50 minutes of supplemental instruction, 4 days per week. Assignments were keyed to the student's reading level. Results indicated increased vocabulary skills and improved critical thinking skills. Although context clues improved, students did not meet the expected objective. (A 14-item bibliography is attached; appendixes include a vocabulary list and a list of vocabulary words most often missed when pre-tested.) (SR)

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IMPROVING BELOW GRADE LEVEL VOCABULARY SKILLS OF SECOND GRADE STUDENTS

by

Judy G. Rowley

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A Practicuum Report

Submitted to the Faculty of the Center for the Advancement of Education,
Nova University in partial fulfillment of the requirements
for the degree of Master of Science.

The abstract of this report may be placed in a
National Database System for reference.

June/1991

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Abstract

Improving Below Grade Level Vocabulary Skills of Second Grade Students.
Rowley, Judy G., 1991: Practicuum Report, Nova University,
The Center for the Advancement of Education.
Descriptors: Compensatory Education/ Functional Reading/ Word Recognition/ Basic Vocabulary/ Educationally Disadvantaged/ Reading Diagnosis/ Academically Disadvantaged/ Early Reading/ Critical Thinking/ Basic Skills

Scores below the fifth percentile in vocabulary on California Test of Basic Skills (CTBS) of low socio-economic second grade students were addressed by implementation of poetry activities and dictionary skills. The CTBS scores and a pre-test of vocabulary words were used to identify the ability of the target students. Students were introduced to a new poem and two vocabulary words each week. Assignments were keyed to the students reading level. The results indicated increased levels of vocabulary skills and improved critical thinking skills for the target group. Although context clues improved, the students did not meet the expected objective. The practicuum was considered successful if students achieved one objective, since two of three objectives were met, the use of poetry activities was extremely successful. Appendices include a complete vocabulary list of vocabulary words and a list of vocabulary words most missed when pre-tested.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Judy G. Rowley
Student's name

Minor contributions of a professional character and comparable nonprofessional assistance may also be acknowledged.

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CHAPTER I

PURPOSE

Background of Community

The county is a small rural community located in the heart of southwest Florida. The county is composed of two small agricultural communities and one municipality, which serves as the county seat and commerce center. The county contains sixty-four square miles and is located within a short distance of several metropolitan areas. According to the 1980 census, the population of the county was approximately 26,000. This was a 26 percent increase over the 1970 National Census Report.

The county is served by a total of seven schools which include three public and one non-public elementary school, and two public and one non-public secondary schools. An approximate total of 3803 students attend these seven institutions.

The socio-economic status of this community is dependent upon agriculture and government agencies. The county is one of Florida's most productive agricultural areas with agricultural production activities

accounting for 22.2 percent of all countywide employment opportunities. Government agencies, including city, county, state and federal, employ nearly 40 percent of the working labor force in the county. Based upon participation in the reduced and free lunch program, approximately 42 percent of the families in the school community have incomes below the poverty level.

Approximately 65 percent of the current enrollment of the county schools is considered rural while the remaining 35 percent live within the city limits. Fifty-six percent of the students attending the county schools are transported to and from school by bus. Student enrollment has a representative population of 75 percent white, 22.8 percent black, and 2.2 percent other minorities.

Background of School

The school is one of three elementary schools in the county school district. The school was built in 1983 as a K-2 elementary and became a K-5 elementary school in 1987. It is located in the northeast section of town in a predominantly white neighborhood. The administrative staff includes one principal, one assistant principal and a guidance counselor.

There are approximately 45 faculty members on the staff. The school's population is 52 percent white, 39 percent black, seven percent hispanic, and two percent other. Approximately 95 percent of the black students are transported to the school, whereas, 50 percent of the hispanic students are transported, and only 15 percent of the white students are transported to the school.

The educational program at the school provides services for approximately 800 students. The facility houses grades K-5, a county wide pre-school handicapped program for children ages three to six, in the non-categorical divisions of the special education program and an ESOL program for grades K-5. Each grade level has its own wing which is divided into self-contained classrooms. Aptitude is normal as evidenced by achievement on the Comprehensive Basic Skills Test. The majority of the students are on grade level or within one year of being so.

The Exceptional Student Education program consists of self-contained classes departmentalized by exceptionality, multi-graded, resource classes, and some mainstreaming. Teachers work with the children in groups and individually according to the needs of the children.

The school houses the only emotionally handicapped program for elementary students in the district. All students in the ESE program of speech are also eligible to be served in Chapter One if the students meet the requirements.

Special personnel such as media specialist, library aide, physical education teacher, physical education aide, and music teacher are provided to enhance pupil learning opportunities in the areas of media services, music and physical education. Children attend the physical education classes for 50 minutes, twice a week and the music classes for 50 minutes, once a week. The time does not interfere in the implementation of the writer's program.

The Ginn Reading Placement Test, teacher input and recommendations, parent feedback and records from previous schools are used by the administration for placing pupils into the regular program. The results of the Ginn Reading Placement test determines whether a student is further assessed for Chapter One services.

Writer Background

The writer has earned an Associate of Arts in Education and a Bachelor of Arts in Elementary Education and has one year experience in regular kindergarten and 13 years as a remedial reading teacher. Since taking

the position as lead teacher in the remedial program, the writer has returned to school for reading certification and has attended workshops and institutes to keep abreast of reading trends. Originally the writer only served kindergarten, but as the program enlarged, service increased to kindergarten, second and third.

Chapter One Background

Chapter One funds are allotted to the district according to the number of economically deprived students enrolled. Extra funding is acquired if the percentage of low-income students is exceptionally high, as is the case for the practicuum site. As mentioned previously, 42 percent have incomes below poverty level and the school populous contains the highest number of disadvantaged academic achievers.

Chapter One funds support activities which meet the needs of educationally deprived children whose academic gains are less than expected and who need "extra help". "Extra help" means that Chapter One Basic funds must be used to provide supplemental services---such as teachers, materials and equipment, which are over and above those provided by the school district. The intent of the law is to provide financial assistance to meet special educational needs of children.

The goal of the program is to help the students overcome and/or reduce deficiencies in basic skills, thereby increasing the chances of successful participation in future academic activities and in society as a whole. Students in grades two through five who have scored in the bottom quartile (first through 25th national percentile) on a norm-referenced test, such as the California Test of Basic Skills (CTBS), in Total Reading (but are above that range in Total Math) are eligible.

Students enrolling after the first day of school and having transcripts showing qualifications for the program are automatically served. Beginning the later part of October, the program receives many more new enrollees, due to the influx of the migrant population from other counties and states.

Exceptional Student Education (ESE) students meeting the aforementioned requirements are eligible only if the reading needs are not addressed through ESE services. The writer currently is serving a student in the target group, who has been referred by the regular classroom teacher for futher assessment for one of the ESE programs. The writer is also serving two students in the target group, who are currently receiving speech therapy.

Classes are designed to accomodate eight students per teacher. In the event one teacher's classload is exceedingly high due to excessive numbers of students per grade level who qualify for this component, students may be grouped by ability only if, after all efforts are made to group students homogeneously, a teacher's class load continues to exceed thirty students. Classloads fluctuate up and down between October and April, due to the influx of new enrollees from the migrant population and also due to the fact that some Chapter One students are staffed into ESE programs.

Students who qualify will receive approximately 45 to 50 minutes of supplemental instruction in reading from a Chapter One teacher, four days per week. The regular classroom teacher selects the curriculum from the prescription sheets, which are to serve as documentation of articulation between the Chapter One teacher and the regular classroom teacher. The classroom teacher almost always marks vocabulary to be taught.

Problem Statement

The second grade target students should have mastered 100 of the 112 vocabulary words, as required by the Basic Skills test given in the spring of the student's first grade. The target group has mastered

no more than 30 vocabulary words, showing a discrepancy gap of 70 words (see Table 1).

Table 1

VOCABULARY SCORES
Correct Number of Vocabulary Words Out of 112

Student #	Scores Low to High
1	16
2	20
3	26
4	34
5	38
6	57
7	99
8	102

The word list consists of 112 words. The words have been picked randomly from the 95 common nouns, the 220 Dolch word list and from the Ginn Reading Series which begins on Level Two, the first primer for first grade (Appendix A:89). This word list is one of 28 basic skills required to pass first grade in the practicuum site county. The students must master 85 percent of the skills to be passed to second grade.

An average student who has been in school regularly

for two years and beginning second grade should be performing at the 50th Normal Curve Equivalent in vocabulary skills, based upon the California Test of Basic Skills. However, a second grade Chapter One student functions well below this score, as substantiated from the spring scores of the California Test of Basic Skills, given in the first grade (see Table 2).

Table 2

CHAPTER ONE BACKGROUND

CTBS N.C.E. SCORES*

Student #	Scores Low to High
1	6
2	13
3	18
4	25
5	25
6	25
7	28
8	36

*California Test of Basic Skills Normal Curve Equivalent

The target student's inability to achieve the county skills are part of the reason for inability to achieve the CTBS.

The second grade target student's basic vocabulary skills test out to be approximately one year below the student's grade placement. The target group has not

mastered the vocabulary portion given on the California Test of Basic Skills. The target group showed non-mastery in recognition of words when called, definition of words, words meaning the same and unfamiliar words read in context. The target group's Normal Curve Equivalent fell below the 30th N.C.E.

Reading vocabulary is a difficult skill for the second grade Chapter One student to master, due to the student's insufficient exposure to a basic sight vocabulary. The problem often occurs due to the student's lack of exposure to outside reading materials such as library books, periodicals, and newspapers.

Problems encountered by the second grade Chapter One student could begin as early as kindergarten. The children are usually developmentally young upon entering school. Due to the inability to close the developmental gap in one year's worth of kindergarten, some of the student's usually do not pass the bare minimum Basic Skills required by the state. By the time the students reach second grade, the students have had to be administratively placed or retained in second grade. This is substantiated through the cumulative school history. As the student begins second grade, this deficiency begins to compound itself in all areas of the curriculum. As a result, the student falls further and

further behind academically.

The target group consisted of eight students who scored in the bottom quartile (first through 25th national percentile) on a norm-referenced test, such as the California Test of Basic Skills (CTBS), in Total Reading, but are above that range in Total Math. The target group received approximately 45 to 50 minutes of supplemental instruction in reading from the writer, four days per week. When the target group was not receiving supplemental instruction in reading from the writer, the target group was with the assigned classroom teacher receiving daily instruction in all of the academic areas.

Outcome Objectives

1. After a period of twelve weeks, each of the students in the target group will increase sight vocabulary by twenty-five words when tested by flash cards on a one-to-one basis in an untimed situation by the writer.
2. After a period of twelve weeks, each of the students in the target group will be able to choose the correct word five out of ten times through use of picture clues to complete a sentence, when tested on Systems 80 machine by the writer on a one-to-one basis in an untimed situation.

3. After a period of twelve weeks, each of the students in the target group will be able to use critical thinking skills to choose the correct word for at least five of ten incomplete context clues sentences when tested by the writer on a one-to-one basis in an untimed situation.

After reviewing the results of the target group's California Test of Basic Skills, the writer chose to work on vocabulary recognition. The skill was the most requested by classroom teachers and must be mastered if a child is to be a successful reader or test taker. Because the practicuum site is a low socio-economic rural school, the writer did not have an abundance of outside resources and therefore used personal funds and already acquired resources to implement the practicuum. Because the writer is a resource teacher and is supplementing the classroom teacher, the writer felt that 45 minutes a day could best be utilized in the teaching of vocabulary recognition. Twelve weeks showed substantial gains in vocabulary recognition.

CHAPTER II

Research and Solution Strategy

McConaghy (1988) found that whole-language classrooms were student-centered, literature-centered, rich in the variety of printed matter contained and often organized to support small-group work. Within the classrooms, language learning extended across the curriculum, and teachers did not rely on basal reading programs for direction in teaching reading and writing.

At the annual conference of the International Reading Association held in May 1988, in Toronto Canada, McConaghy (1988) reported the participants were made aware of the term "whole-language". The emphasis on whole-language came about in part because the IRA convention was held in Canada for the first time, and Canada had become a leader in the whole-language movement in North America.

The phrase "whole-language" is difficult to define. McConaghy (1988) reported the speakers at the convention spoke as if "whole-language teachers" had a particular set of beliefs or a definite perspective on language development. Kenneth Goodman (1986:5) writes that:

> Whole language is clearly a lot of things to a lot of people; it's not a dogma to be narrowly practiced. It is a way of bringing together a view of language, a view of learning, a view of people, in particular two special groups of people: kids and teachers.

Of the 22 preconvention institutes sponsored by the IRA, McConaghy (1988) reported nine of the institutes were on whole language philosophy. The institute that was conducted by a group of educators from Nova Scotia, gave a glimpse of the changes of literacy instruction that have taken place in Nova Scotia. McConaghy (1988) reported one such institute showed how officials of the Nova Scotia educational department could work together to develop classroom practices consistent with the whole-language philosophy. Students learning through the use of language experience charts and related activities, and through listening to and becoming involved in teacher read-alouds are just a couple of the ways the literacy instruction has changed.

McConaghy (1988) reported the curriculum guide Language Arts in the Elementary School was presented in the first session by a group of educators from Nova Scotia. The guide included descriptions of the philosophy, of teaching strategies, of necessary resources,

and of classroom planning and organization. The guide also described "a holistic understanding of language learning" that was based on the most recent research and theory in the area. The philosophy of "whole-language" is viewed that once the students experience the whole, the students are able to deal more closely with analysis of the parts. The parts constitute the many specific language skills important to developmental reading and writing. The skills are taught as a "whole", for only then does the text communicate its full meaning. An example of a teaching strategy that incorporates the philosophy of teaching "whole", would be after the students have answered questions to a text just read, the students become involved in activities that focus on specific paragraphs, sentences, vocabulary words or individual letters.

The second seesion McConaghy (1988:336) cited, was a presentation and discussion of Report Card on Basal Readers, a 167-page report of a committee called together by the National Council of Teachers of English (NCTE). The chairman and the principal author of the report was Kenneth Goodman. Report Card points out:

> More than anything else basals are built around control: they control reading; they control language; they control learners; they

> control teachers. And this control becomes essential to the tight organization and sequence. Any relaxation of the control in any of these elements would appear to undermine the whole system, that's why publishers admonish teachers not to wander from the direction of the manuals; that's why administrators issue mandates requiring teachers to be faithful to the program.
>
> If there were evidence that this tight control was necessary to the development of reading, then we might grudgingly tolerate it. The evidence from science--recent theory and research--is that reading, like all language, only develops easily and well in the context of its use. The learner needs the freedom to experiment, to take risks, to raise questions in the process of trying to make sense of comprehensible written language.

Many skill-oriented educators and whole-language theorists talked about "reading beyond the basal". Many schools are teaching with novels and non-fiction trade books as well as the basal readers. Heymsfeld (1989) suggested the basal readers need to be examined before completely tossing out the basals. Heymsfeld (1989) explained today's basals are not the rigid, poorly written exercises some whole-language people would have us believe, but instead the basals include favorite poems, excerpts from fine children's literature, and well-written nonfiction. The basals, according to Heymsfeld (1989), are convenient anthologies, in which stories and articles are all of a specific difficulty level, and are age appropriate for target audiences. The writer

believes if the skills in the basals are not presented in the manner thought best, the way presented should be altered.

McInnis, as cited by McConaghy (1988:337), described how Canadian publishers have been dismantling basals since 1962, when Canadian schools ended the reliance on American basals and began to produce their own basals. McInnis, as cited by McConaghy (1988:337) pointed out that Canadian basals did away with readability formulas, end-of level tests, and word lists.

Heymsfeld (1989), defined whole language as an approach to teaching reading as a holistic activity, instead of broken parts or individual skills. The whole emphasis was on meaning, and materials were to be real and relevant. Whole-language advocates opposed teaching phonics in any structured, systematic way. Even though, research showed children learn best when taught directly. Whole language advocates felt phonics should be taught as a "whole"; not as a separate skill. The writer feels that both whole language and traditional skill-based instruction have strengths, but there needs to be a new approach to the teaching of phonics.

Whole-language advocates, as cited by Heymsfeld (1989), also objected to teaching traditional comprehension skills. Whole language advocates believed for

reading to make sense, children must begin with a meaningful whole. Children can begin to make sense by being offered familiar and predictable materials. Whole-language psycholinguists felt the need for the linkage of the familiar and the unfamiliar. Meaning does not exist independently in the passage but develops as the reader links old experiences to the new information being presented. Research showed that comprehension skills should be taught. Students given direct instruction in skills such as drawing inferences, detecting faulty arguments, or using knowledge of story grammar, showed significant improvement in reading performance. The writer feels the two differences of opinion are necessary in the teaching of comprehension skills, one that combines whole language and research results.

McConaghy (1988) stated whole language teachers are enthusiastic and love teaching. Whole language teachers attend conferences, take inservice training courses, and read professional books and journals. The main principle of the whole-language approach is that teachers are learners; thus many whole-language teachers have become researchers in the classrooms. Teachers started to act and feel like professionals.

According to Shanklin and Rhodes (1989), the whole language approach to reading can only be as effective as the teachers that present the approach. For the teachers to be able to deliver the system of reading, there must be a transformation of literacy among the teachers.

Shanklin and Rhodes (1989) found teachers needed to be encouraged to transform literacy instruction. One such way, was through a supportive environment, in which many materials for instruction were provided and teachers were encouraged to take risks in instruction. The second way was through a monthly meeting that teachers attended, in which recent research and theory was discussed and teachers received more materials for students (children's literature and magazines) to replace the basal readers, workbooks, and skill kits used previously. Teachers were encouraged to frequently reflect upon literacy use and teaching. The teachers were encouraged to share the reading and writing instruction with fellow colleagues, administrators and within the educational community. Teachers talking about literacy instruction with others in the educational community, gave teachers empowerment over the transforming of literacy instruction. Finally, teachers were encouraged to solve the instructional problems. Teachers were to generate solutions collaboratively within the theory and research that was

presented. Not until teachers enjoyed the power of making decisions and solving problems did teachers encourage the students to do the same.

Shanklin and Rhodes (1989) stated for change to occur, there were certain problems or challenges that arose. The challenges that arose for the teachers during this transformation of literacy were threefold. Teachers were often leary of educational innovations, regarding innovations as fads to be tolerated until program monitoring fades (and teachers can get back to normal) or the inevitable next innovation is introduced. Teachers needed to overcome the fear of taking risks. Teachers needed to view coaching as a welcome vehicle for supporting the teaching and learning.

If teachers did not change, then students views on reading and writing would not change. Shanklin and Rhodes (1989) summed it up by stating that change must come from teacher's own initiatives, some of which researchers spark and some of which other persons or events ignite.

Wicklund (1989), a Chapter One teacher, at Horace Mann Elementary School in Iowa City, Iowa, was inspired to use some whole language techniques with her disabled readers. The inspiration was Holdaway's big book

experiences and McCracken's suggestions for chanting and writing, using songs and poems.

Wicklund (1989) stated that the use of poetry provided a perfect vehicle for a whole language experience for remedial readers. The reasons to use poetry are because the language of poetry is descriptive and poetry can be used to extend vocabularies. The rhythmic sounds and patterns that poetry creates, make poems perfect for chanting. Poetry is also short and can be enlarged with illustrations on sheets of chart paper for group work or typed for individual copies. Poetry can be used without investing in expensive commercial materials and there is a wealth of materials that can be matched to student's interests and experiences to provide highly motivating activities.

In this research, Wicklund (1989) shared four methods in which shared poetry was used. In the first method, Wicklund (1989) selected a poem that was appropriate for the age, interests and experiences of the students. The poem was enlarged with an illustration on chart paper and read to the students. The students read the poem together from a large chart as the words were being pointed to, which helped the students focus on the print. The poem was read several more times, as students

took turns pointing to the words, while using facial and body gestures to act out unfamiliar words in the poem. The students then illustrated a copy of the poem. While the students were enthusiastically working on this whole-language activity, the teacher was able to assess the student's strategies for unlocking print and deciding how much more practice was necessary to make the language and the words of the poem the student's own.

Wicklund's (1989) second method helped build sight words through the manipulation of word cards and stanzas of the poem. This method was developed before the lesson, the teacher prepared a set of word cards for the poem, with each stanza written on different colored cards. The students were then given the words to unscramble while referring to memory or the master copy of the poem. This task required the matching of the words as seen on the chart while reading the words over and over again to attain the flow of the language. Once the students had finished sequencing the stanzas, some students exchanged with other students and redid the activity. This whole-language activity provided vocabulary practice in context with time on task, repetition, and motivation.

Wicklund (1989) gave all the students a copy of the poem on the outside of an envelope with the word cards

of the stanzas placed inside, for the students to take home and share. The activity was easily done with the use of a ditto machine and colored construction paper. The poem was run off on different colored pieces of construction paper and then the stanzas were cut apart. The students took the cut apart stanzas home and practiced sorting the cards out and putting the stanzas in the correct order. The whole-language activity not only put print in the students hands to carry home, but the activity provided a systematic repetition of sight vocabulary in context and in isolation within a meaningful language experience which helped increase the student's instant sight vocabulary. When the students came back the following day, they added all known words to the word banks to be used for drill card games, categorizing, alphabetizing, or creating sentences and phrases.

Wicklund's (1989) third method offered the students a chance to compose, manipulate and play with the language. After the students discussed ideas, rephrased the ideas and brainstormed for rhyming words, the students worked together to compose a stanza for each child. The stanzas were dictated and written on chart paper in large print so that the students could chant the results. The poems were then hung up in the room for later reading

and rereading. According to Goodman (1986), a whole language teacher surrounds the students with language in a meaningful text. The print-rich environment includes children's literature in all its variety, including enlarged texts for shared reading activities.

Wicklund's (1989) fourth method involved giving the students a base poem, with the structure and rhyme outlined, and the students were encouraged to write a new version. The students learned to write independently, but the students received the patterns and structures needed to achieve a satisfying product. The whole language activity provided the language deficient student an access to print because the language was familiar.

Wicklund's (1989) methods of shared poetry had many benefits. The first benefit was that it provided poor readers with appropriate reading and language arts instruction. Another benefit was that it allowed for assessing while teaching and allowed for direct instruction with a high amount of time on task for students. The third benefit allowed teachers creativity instead of expensive commercial materials. The fourth benefit was students were able to compose and manipulate language, and were provided varied repetition. Most importantly poetry allowed students to become engaged

in a meaningful language--reading--writing experience which was highly motivating and helped improve the students desire to read and write. Goodman (1986) stated that the rich literature experiences the students were involved in, helped the students to analyze how the finest authors engage in the art of writing. Through the use of familiar poems that were used for language exploration, students began to see the ideas developed for the "new poems" were worthwhile. The students then began to feel like very important authors, as the students began to internalize new language techniques that could be applied to writing.

Goodman (1989) stated that whole language is a philosophy of curriculum, of learning, of teaching, and of language. Goodman (1989:69) believes that:

> Whole language redefines reading and writing as processes for making sense out of and through written language. It redefines the teacher as a professional decision maker, the curriculum leader in the classroom. It redefines the learner as someone who is strong, active, and already launched on the road to literacy before school begins. It redefines the relationship between teacher and learner as one of supporting development rather than controlling it. And whole language redefines the curriculum. Whole language unifies and integrates oral and written language development with development of thinking and building knowledge. Students learn to read and write while they read and write to learn and solve problems.

Wicklund (1989) cited while the students were engaged in the shared poetry experience, the students developed critical thinking skills. The students brainstormed for different rhyming words, different sounds the wind could make and different words that helped the students to become familiar with words that are important for instant recognition. The students would work together to compose new stanza's for the poems, by following a structured pattern given by the teacher.

Anne Schreiber (1988) cited that critical thinking skills were crucial to education, because critical thinking skills were the foundation upon which learning was based. Schreiber (1988) cited that if students could be taught to think, the students would be able to teach themselves throughout their life.

Anne Schreiber, is a critical thinking skills teacher for grades two through six at Spencer Elementary School in Spencer, New York, and created a critical thinking skills program by separating the program into three topics: communication, creativity and problem solving. Schreiber presented nine lessons (three under each topic to get started).

Schreiber's (1988) communication skills were presented in any lesson involving partners or small groups.

Schreiber's (1988) first lesson used a simple technique that encouraged children to work together and speak to one another in a gamelike setting. The game involved two sets of seven different-colored sticks to be given to each pair of children. Student one was given five minutes to arrange the sticks in a pattern. Student two could not see the pattern student one was making. Student two would try to replicate the pattern by listening to student one's description and by asking student one questions. At the end of five minutes, the students would compare patterns.

Schreiber's (1988) second communication lesson explored communicating without words. In a large group, examples of wordless communication, such as sign language and how students thought the pets understood the owners were discussed. One way this activity was demonstrated was by repeating the same sentence five times each and each time accenting a different word and thereby changing the meaning of the sentence.

Schreiber's (1988) last lesson encouraged children to express themselves through senses that were not traditionally used for communication. Students were given crayons and three pieces of paper. The students listened to five minutes of music and afterwards discussed the kinds of feelings experienced after listening

to the music. The students were to draw a picture or design that coincided with the images and emotions that were evoked by the music.

Schreiber (1988) introduced creativity as a multi-dimensional topic. Schreiber's (1988) first creativity lesson taught brainstorming, as a technique that was incorporated into any unit and any subject area. One activity that was done was to have students call out every red object the students knew. When the students had achieved a lengthy list, the students were told they had brainstormed. After this activity, Schreiber enumerated the rules of brainstorming: try to produce a lot of ideas; make these ideas unusual; build upon each other's ideas; defer judgment during the process.

Schreiber's (1988) problem-solving technique was taught by giving students a variety of activities, in which students had to come up with a workable solution. Schreiber's first activity the students participated in was developing a replica of a structure that the teacher built. The activity was done by having the structure placed in the hall and having one child designated in each group as an observer, one child as a runner and two children as builders. The observer was the only child allowed to view the structure that the teacher brought. The observer's job was to observe

the structure and communicate the structure to the builders, and only the builders were allowed to actually touch building supplies. The observers could not speak to builders, nor look at the structures. The observers and builders had to communicate by the runners, and were the only children allowed to speak with both the builders and the observers.

Schreiber's (1988) second problem-solving activity involved designing a new animal, given various environmental conditions. The students began by comparing animals' physical characteristics and habits with the animals' environment. The activity generated a long list of examples, thereby involving brainstorming techniques. The students would draw and label the imaginary animal that would suit the environmental conditions. Schreiber's (1988) last problem-solving activity asked students to prioritize items necessary for survival. The students discussed what household items were vital for survival. The students were divided into groups of five and asked to bring only five items and imagine going to a desert island. The students chose the five items most important for survival. The students explained the rationale for having chosen these items.

Schreiber (1988) felt at the end of the lessons, students showed an observable improvement in communication, group interaction and analysis skills. Schreiber (1988) involved small groups and partners as much as possible, thereby de-emphasizing the teacher-centered role. Schreiber (1988) de-emphasized the teacher-centered role and felt success in one of the greatest teaching challenges of teaching students how to think.

Solution Strategy

The writer was impressed with Wicklund's use of shared poetry in the classroom. Poetry was short and could be enlarged on sheets of chart paper for group work or typed for individual work. The activity required a small amount of preparation time from the writer. Poetry did not require expensive commercial materials. Poetry was matched to a student's "reading level" without a need for a diagnostic test, because of the variety available. Most importantly, poetry had its own rhythm and pattern of words that when read correctly, excited the listeners ears and because of the rhythm and pattern caught the students reading with much enthusiasm. The writer chose Wicklund's poetry ideas because of the small amount of preparation time to enlarge the poetry on chart tablet and the poetry

did not require expensive commercial materials to implement. The writer chose Wicklund's poetry ideas, for the ease of matching poetry to the target group's "reading level" without having to give a diagnostic reading test. Even though the poetry did not cover the vocabulary words worked on in the same week, the vocabulary words were covered by the poetry over the 12 week period. Poetry had a way of extending the vocabulary of students in a sometimes fun and nonsensical way.

One of the activities the writer used to extend the target group's vocabulary was by having the students copy the word, write the definition and a sentence using the word. The students looked in magazines and in newspapers for the letters of the word and cut and pasted the letters in order on the definition and sentence page. The words the writer used for the activity in the implementation part of the practicuum were words most missed by the target group on a pre-test of vocabulary words (Appendix B: 91).

During the implementation process, the writer kept a daily log of successes and failures, so that the writer made any necessary changes at mid-point of implementation process. The writer used various activities, such as illustration, art projects, and structured patterned writing to extend the students shared

poetry experiences.

Students used wall murals to re-create visuals of some of the poetry. Students learned sequencing skills by having to place stanzas in the correct order. The various activities gave the students an opportunity to express ideas and see the ideas in written form, which is what "whole language teaching" is all about.

The writer used Schreiber's creative critical thinking skill of brainstorming. Students first learned about brainstorming during the reading and structured writing activity of "Sally and Manda", when the students had to brainstorm for other names for the frogs, different foods frogs eat, different places frogs lived and different ways frogs moved.

Students used Schreiber's creative critical thinking skills when the students did Shel Silverstein's "A Recipe For a Hippopotamus Sandwich". The students brainstormed other animal names and other condiments used on a sandwich.

This creative critical thinking skill gave students an eagerness to learn. The students were eager to share with classmates. The students never resisted the involvement in the brainstorming activities.

The aim of the study was to improve the basic sight vocabulary of second grade Chapter One students

performing one year below grade level. The writer felt looking in newspapers and magazines for the letters to spell the vocabulary words, helped the students in recognition of the word. The writer found through the use of Wicklund's poetry ideas, the students became familiar with unfamiliar words read in context.

CHAPTER III

Method

WEEK ONE

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word <u>after</u> on flash card.
2. Discussed with students how to use the dictionary.
3. Students looked up the word <u>after</u> in the dictionary.
4. Students copied the word <u>after</u> and copied the definition for the word <u>after</u> out of the dictionary.
5. Students wrote a sentence using the word <u>after</u>.
6. Students looked in newspapers and magazines for the letters to spell the word <u>after</u>.
7. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word <u>away</u> on flash card.
2. Students looked up the word <u>away</u> in the dictionary.

3. Students copied the word away and copied the definition for the word away out of the dictionary.
4. Students wrote a sentence using the word away.
5. Students looked in newspapers and magazines for the letters to spell the word away.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flash cards away, after
Poem "The Moon's the North Wind's Cooky" by Vachel Lindsay

Preparation:
1. Placed all flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet and highlighted the rhyming words in the poem.

Procedure:
1. Reviewed the words away and after.
2. Students read the word and definiton and sentence.
3. Read the poem to the students once.
4. Students choral read poem several times with teacher.
5. Students illustrated copy of the poem.
6. Students looked for vocabulary word away in the poem.
7. Students discussed the rhyming pattern in the poem.

DAY 4: Materials:
Flashcards away, after
Poem "The Moon's the North Wind's Cooky" by Vachel Lindsay

Preparation:
1. Placed flashcards on the chalkboard.
2. Placed poem on chart tablet on reading table.
3. Student books were passed out.

Procedure:
1. Students read the word and definition and sentence.

2. Read the poem together.
3. Students looked for the rhyming pattern in the poem.
4. Students were given a stanza cut apart and directed to put it back together in the correct order of the poem.

WEEK ONE SUMMARY

The writer introduced the dictionary to the students. The writer discussed using guide words at the top of the page to find the words. The writer discussed with the students the dictionary is in alphabetical order. The writer discussed the black words on the dictionary page are called entry words. The students were given the vocabulary word after to find. Students had difficulty using the dictionary because the students alphabetical order skills were weak. Students started out looking down every page for the word, until after a while the writer reminded students to use the guide words. Students only were able to find the word and copy the definition on the paper.

On Day Two, the students finished the paper by writing a sentence for the word after. The students were given the new vocabulary word away to look up. The students were reminded to use the guide words to help find the word quicker. Students still wanted to look on every page for the word. The writer went a-round and showed students on an individual basis how to use the guide words. Several students caught on to the use of guide words. The students were able to finish the writing of the word, the definition and the sentence.

When the students would look for the letters to spell the word in magazines and newspapers, questions were being asked of the writer if this size letter was okay to be used. The writer repeatedly answered the same questions being asked from the students. Several students had pasted the letters on the bottom of the sentence and definition page, while the writer was helping others find the letters. The students pasting the letters on the bottom of the page, was the only change from the writer's plan, but the effect of the mistake was an efficient way of completing the lesson.

The poem "The Moon's the North Wind's Cooky" was a short poem to introduce poetry to the students. The students were silent, but not for long. The students were mouthing the words along with the writer, when the time was for listening to the writer read the poem. The poetry activity was so short, the students had time to illustrate the poem, and the poems and illustrations were displayed on the bulletin board.

On Day Four, when the students were given the stanzas cut apart to be put together, the students had difficulty putting the stanzas in the correct sequential order. The sequencing of the stanzas was a great activity to practice sequencing skills. Students were blocked off,

so the students were unable to see one another's completed activity. The writer circulated and helped students having difficulty. Once the students were done, the writer turned the poem around and students self-checked the activity. The activity took the full 45 minutes.

WEEK TWO

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word black on flash card.
2. Students looked up the word black in the dictionary.
3. Students copied the word black and copied the definition for the word black out of the dictionary.
4. Students wrote a sentence using the word black.
5. Students looked in newspapers and magazines for the letters to spell the word black.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word came on flash card.
2. Students looked up the word came in the dictionary.
3. Students copied the word came and copied the definition for the word came out of the dictionary.
4. Students wrote a sentence using the word came.
5. Students looked in newspapers and magazines for the letters to spell the word came.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flashcards black, came
Poem "There Was a Crooked Man" by Unknown

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet and highlighted the rhyming words in the poem.

Procedure:
1. Reviewed the words black and came.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times with teacher.
5. Students changed the adjective "crooked" to another adjective and rewrote the poem.

DAY 4: Materials:
Flashcards black, came, away, after
Poem "There Was a Crooked Man" Student's version

Preparation:
1. Placed flashcards on the chalkboard.
2. Placed student's version of poem on chart tablet on reading table.
3. Student books were passed out.

Procedure:
1. Students read the words and the definitions.
2. Students read new version of poem to classmates.
3. Students illustrated the new version of the poem.

WEEK TWO SUMMARY

The writer reviewed the dictionary skills before the vocabulary word was introduced. Students finished copying the word, the definition and the sentence. The students finished first, would go around and help the students not finished.

On Day Two, students had to look for letters for Day One's word and pasted the letters on Day One's vocabulary paper. The students worked on Day Two's word. Several students finished writing and put up the dictionary and writing materials. The students got scissors, paste and newspapers or magazines to find the letters. The students finished both the writing and pasting activities in the 45 minutes allotted.

During the poetry activity, the students had to brainstorm for a new adjective. The students did not know what an adjective was, so the writer gave examples of adjectives and explained what an adjective does in a sentence. The students gave adjectives other than the ones the writer gave as examples.

While the students illustrated the poem, several students expressed enthusiasm about the fun things happening in Chapter One. The students newly written poetry and illustrations were placed on the bulletin board by the students.

WEEK THREE

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word couldn't on flash card.
2. Students looked up the word couldn't in the dictionary.
3. Students copied the word couldn't and copied the definition for the word couldn't out of the dicitionary.
4. Students wrote a sentence using the word couldn't.
5. Students looked in newspapers and magazines for the letters to spell the word couldn't.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word down on flash card.
2. Students looked up the word down in the dictionary.
3. Students copied the word down and copied the definition for the word down out of the dictionary.
4. Students wrote a sentence using the word down.
5. Students looked in newspapers and magazines for the letters to spell the word down.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flashcards couldn't, down
Poem "It's Raining, It's Pouring" by Anonymous

Preparation:
1. Placed all flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet and highlighted the rhyming patterns.

Procedure:
1. Reviewed the words couldn't and down.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times with teacher.
5. Students looked for vocabulary word couldn't in the poem.
6. Students illustrated a copy of the poem.

DAY 4: Materials:
Flashcards couldn't,down, black, came, away, after
Poem "It's Raining, It's Pouring"

Preparation:
1. Placed all flashcards on the chalkboard.
2. Wrote words at random on chart tablet.
3. Placed poem on the reading table.

Procedure:
1. Students picked up flashcard and matched to the word on the chart tablet.
2. Students read the poem.
3. Students were given a stanza cut apart and were directed to put stanza back together in the correct sequence of the poem.
4. When students finished with the stanza, students exchanged with another student for a different stanza.

WEEK THREE SUMMARY

The students had begun to develop a routine of getting the materials needed to look up the word and the definition. The writer would introduce the vocabulary words and the students would look up the word and write the word, the definition and the sentence. The students would put the materials up and get a newspaper or magazine, scissors and paste and proceeded to find the letters and paste the letters in the correct order. When the work was finished, the students would clean up. Usually the vocabulary activity took up the whole 45 minute period.

The poetry activity was another way to reinforce sequencing skills. Once the students were finished reading, the stanzas of the poem were handed out, cut apart. The students had to put the poem back together in the correct order of the poem. The students were unable to see other student's work or the poem. When the students were finished, the writer turned the poem around and the students were able to check to see if the stanzas had been placed in the same order of the poem. The students made the necessary corrections, with the help of the writer.

WEEK FOUR

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary words first and frog.
2. Students looked up the words first and frog in the dictionary.
3. Students copied the words first and frog and copied the definitions for the words first and frog out of the dictionary.
4. Students wrote a sentence using the the words first and frog.
5. Students looked in newspapers and magazines for the letters to spell the words first and frog.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word got on flash card.
2. Students looked up the word got in the dictionary.
3. Students copied the word got and copied the definition for the word got out of the dictionary.
4. Students wrote a sentence using the word got.
5. Students looked in newspapers and magazines for the letters to spell the word got.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flashcards first, frog, got
Poem "Sally and Manda" by Alice B. Campbell

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.

Procedure:
1. Reviewed the vocabulary words first, frog, got.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read poem several times with teacher.
5. Students brainstormed and came up with new version using a given structured pattern of poem. Example:
   _____ and _____ are two _____,
   Who _____(what do they eat)
   They live_____(where)
   And _____(how do they move)
6. Students wrote new poems.

DAY 4: Materials:
Poem "Sally and Manda"
Students version of "Sally and Manda"

Procedure:
1. Students picked up own version of the poem and finished writing and then took turns sharing the new version with classmates.
2. Students illustrated new version.

WEEK FOUR SUMMARY

The students were able to finish copying the words, the definitions and sentences, but experienced difficulty when the search for the letters began. Three students wanted to look up the letters for both words in Day One, but became mixed up and pasted the letters to the wrong word page. The writer had to stop the students and tell the students to only look for the letters for one word at a time. When the letters were found, the students pasted the letters and did the second word. Day One's activity took longer than one 45 minute period. The writer had to give students 15 minutes of Day Two to finish cutting and pasting the letters. The students were able to complete Day Two's activity within the 30 minutes left over, because of the shortness of the word, the definition and the sentence.

The poetry activity for week four called for the students to once again brainstorm for information to fill in the blanks to the structured poetry pattern. The students used other classmates names in the place of Sally and Manda. The students chose to use frog, one of the vocabulary words for week four, to fill in the blank of "___ and ____ are two frogs." When the students were asked to fill in the blanks of "what do

they eat", the students chose a favorite food. The students came up with all kinds of places where frogs lived. The students came up with all kinds of ways frogs moved and acted the moves out for the rest of the class to see.

WEEK FIVE

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word <u>happened</u> on flash card.
2. Students looked up the word <u>happened</u> in the dictionary.
3. Students copied the word <u>happened</u> and copied the definition for the word <u>happened</u> out of the dictionary.
4. Students wrote a sentence using the word <u>happened</u>.
5. Students looked in newspapers and magazines for the letters to spell the word <u>happened</u>.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word <u>happy</u> on flash card.
2. Students looked up the word <u>happy</u> in the dictionary.
3. Students copied the word <u>happy</u> and copied the definition for the word <u>happy</u> out of the dictionary.
4. Students wrote a sentence using the word <u>happy</u>.
5. Students looked in newspapers and magazines for the letters to spell the word <u>happy</u>.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flashcards happened, happy
Poem "Here Lies..."

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.

Procedure:
1. Reviewed the vocabulary words happened, happy.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Discussed what an epitaph was and where you would read it.
5. Everyone was asked to think of a favorite toy, game, doll, or other object (not alive) that had been destroyed. Students completed a framed paragraph about the object. The paragraphs were mounted with appropriate illustrations on cut out tombstones, and posted on the wall.
6. Example:
   Here lies the remains of _____
   Born on _____, died on _____.
   Whenever we were together, _____,
   The last time we were together, ____,
   when suddenly _____.
   The next thing I knew, _____was dead.
   I will miss ____because _____.
   Farewell old friend.

DAY 4: Materials:
Poem "Here Lies..."
Student's version of "Here Lies..."
Gray construction pattern of tombstone
scissors
paste

Preparation:
1. Passed out student's version of poem.
2. Ran off tombstone pattern on gray construction paper.

Procedure:

1. Students finished writing new versions of "Here Lies...".
2. Students cut out tombstones and mounted the "Here Lies..." poem with illustration, on tombstone and mounted completed work on the wall.

WEEK FIVE SUMMARY

Instead of the weeks continuing consecutively, the students were not in the writer's class for one full week due to schoolwide field trips. When the students resumed for week five, the writer had to review dictionary skills for Day One. The students took the full 45 minutes looking for the word, the definition and writing the sentence. The writer feels the reason the full 45 minutes were used was because the students had a week's break.

When the students returned on Day Two, the students looked for the letters to spell Day One's word. Afterward, the students completed Day Two's activity. The writer still had to do a small amount of reviewing of the dictionary skills.

On Day Three, the students read the poem and discussed with the writer about an epitaph. The writer asked the students for information to fill in the blanks of the structured patterned writing. The writer took dictation of the students answers, but the activity required more time than 45 minutes. In 45 minutes, the writer was only able to take dictation for six students out of the eight.

On Day Four, when the students returned, the writer

took the dictation of the other two students. Students began writing the structured poetry, but took the whole time, because of difficulty realizing the dictation given was to be used to fill in the blanks. The students wanted to write the dictation first instead of copying the structured pattern off the board. The writer went around to each individual student and instructed each student to copy the structured pattern off the board and use the given dicatation to fill in the correct blank. The writer had placed a number in the blanks to correspond with the students numbered dictation given. Once the writer had circulated, the students proceeded smoothly. The students did not finish on Day Four.

The writer had to extend the poetry activity for week five one day, to allow the students to finish writing and to be able to cut out the tombstone and draw the picture. The results of the poetry activity was shared county-wide, when the students were asked to place the new poem and illustration in the fair booth. The students won second place.

The next time the writer does the poem, the writer should take dictation for half the poem and have the students copy half the poem and fill in the blanks with

the given dictation. The students would be given the tombstone pattern to cut out on the same day. The other half of the dictation would be taken on the second day and the students could copy the rest of the poem. The students would be given the tombstone pattern to illustrate the object. The writer feels the third extra day spent for the poetry activity in week five, could have been eliminated by dividing the poetry activity over two days.

WEEK SIX

Day 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary words him and into on flash cards.
2. Students looked up the words him and into in the dictionary.
3. Students copied the words him and into and copied the definition for the words him and into out of the dictionary.
4. Students wrote a sentence using the words him and into.
5. Students looked in newspapers and magazines for the letters to spell the words him and into.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word keep on flash card.
2. Students looked up the word keep in the dictionary.
3. Students copied the word keep and copied the definition for the word keep out of the dictionary.
4. Students wrote a sentence using the word keep.
5. Students looked in newspapers and magazines for the letters to spell the word keep.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Flashcards him, keep, into
Poem "Star Light, Star Bright" by Anonymous

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.

Procedure:
1. Reviewed the vocabulary words him, into, keep.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Discussed wishing upon a star.
5. Children cut stars from yellow paper.
5. Students drew pictures of a wish on the yellow stars and placed stars on the bulletin board.

DAY 4: Materials:
All flashcards of words studied thus far.

Preparation:
1. The classroom was set up in learning stations for students to work in.

Procedure:
1. While the students were in learning stations, students were called up one at a time and checked to see if introduced vocabulary words were known. If not, students got vocabulary books out and spent the time reviewing the words not known.
2. When the students were checked on known vocabulary, the students passed.
3. Students finished working on wish star.

WEEK SIX SUMMARY

The students were no longer having difficulty with the vocabulary activities. The students were able to complete the activity within 30 minutes. Occassionally there would be a slow student, but a student finished early, would help the slow student. The slow student usually would have difficulty in finding all the letters.

The poetry activity was interesting, because after cutting out the stars, the students drew a wish on the star. Five students drew an object in the middle of the star and three students drew the wish to where the whole star was covered. The stars were placed on the bulletin board.

The students were checked on a one-to-one basis in an untimed situation to see if students had mastered words. While the writer checked a student, the other students chose to play a blends game. After all students were checked, the writer told the group all had passed. The writer therefore, did not make any changes.

WEEK SEVEN

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the vocabulary word kittens on flash card.
2. Students looked up the word kittens in the dictionary.
3. Students copied the word kittens and copied the definition for the word kittens out of the dictionary.
4. Students wrote a sentence using the word kittens.
5. Students looked in newspapers and magazines for the letters to spell the word kittens.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the words mouse and place.
2. Students looked up the words mouse and place in the dictionary.
3. Students copied the words mouse and place and copied the definition for the words mouse and place out of the dictionary.
4. Students wrote a sentence using the words mouse and place.
5. Students looked in newspapers and magazines for the letters to spell the words mouse and place.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Poem "The Monkeys and the Crocodile"
Bulletin board paper
Crocodile pattern
Monkey pattern
green construction paper
brown construction paper
scissors
paste

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.

Procedure:
1. Reviewed the vocabulary words kittens, mouse and place.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times.
5. Handed out crocodile patterns and monkey patterns to be cut out.
6. Students made vines for monkeys to hang from.
7. Students placed crocodile cut-out pattern on bottom of bulletin board paper and placed monkeys swinging from vines above the crocodile. When students finished, a wall mural had been created.

DAY 4: Materials:
Poem "The Monkeys and the Crocodile"
green construction paper
brown construction paper
scissors
paste

Preparation:
1. Placed flashcards on the chalkboard.
2. Placed poem and materials needed to finish mural on reading table.

Procedure:
1. Reviewed the vocabulary words.
2. Choral read the poem together.
3. Students finished the mural.

WEEK SEVEN SUMMARY

Students were finished with vocabulary activities within 30 of the 45 minutes allotted. The students had developed a smooth transition between the writing of the vocabulary and the cutting and pasting of the letters. Once the students caught on to the dictionary skills, the students usually took about 15 minutes to copy the word, the definition and create a sentence.

During the poetry activity, students worked cooperatively with each other without the writer having to ask. The writer became the facilitator in the learning experience. The students worked together and made all the decisions about how the mural was to be made. The writer made all materials accessible and the students took the responsibility and finished the mural. The writer would do the activity again.

WEEK EIGHT

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word ran on flashcard.
2. Students looked up the word ran in the dictionary.
3. Students copied the word ran and copied the definition for the word ran out of the dictionary.
4. Students wrote a sentence using the word ran.
5. Students looked in newspapers and magazines for the letters to spell the word ran.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word sometimes on flashcard. Discussed sometimes was a compound word.
2. Students looked up the word sometimes in the dictionary.
3. Students copied the word sometimes and copied the definition for the word sometimes out of the dictionary.
4. Students wrote a sentence using the word sometimes.
5. Students looked in newspapers and magazines for the letters to spell the word sometimes.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Poem "Alligator Pie, Alligator Pie" by Dennis Lee
Egg cartons
plastic moving eyes
cotton balls
construction paper
tape
glue
scissors

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.
4. Gathered materials for making alligator puppet.

Procedure:
1. Reviewed the vocabulary words ran and sometimes.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times.
5. Made the puppet by---
   a. Cutting the lids off two egg cartons. Cut jagged teeth around three edges of each lid, leaving the short edge uncut. Put the lids together, with teeth facing inward, and taped the uncut ends together. Cut two 1-by 6-inch strips out of construction paper and taped one near the back of the top lid and the other near the back of the bottom lid to hand holds. Glued two cotton balls on the top lid and attached a plastic moving eye to each one.

DAY 4: Materials:
Poem "Alligator Pie"
Alligator puppets

Preparation:
1. Placed poem and puppets on reading table.

Procedure:
1. Read the poem once to the students.
2. Students choral read the poem while working the puppet, to the rhythm of the poem.

WEEK EIGHT SUMMARY

After the reading of the poem "Alligator Pie, Alligator Pie" by the writer and students, the students were given two egg carton lids each and asked to cut teeth on three sides of the lid. The lid was taped together on the uncut end. The cutting around the three sides of the lid was all that was completed on Day Three.

On Day Four, the students were given egg carton lids taped together and given the strips to tape on the top and the bottom of the lids. After taping the strips on, the students were given two cotton balls to glue on the top lid and two plastic moving eyes to glue just inside the cotton balls. After the eyes dried, the students practiced working the alligator puppets.

The students read the poem while working the puppets. The students went to the office and recited the poem for the office personnel. The students were able to recite the poem without looking at the master copy. The poetry activity caught the students up in the rhythmic pattern in such a way, the students were able to recite the poem after only six times of choral reading. The students were really enthusiastic about the poetry activity. The writer would do the activity again.

WEEK NINE

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word swim on flash card.
2. Students looked up the word swim in the dictionary.
3. Students copied the word swim and copied the definition for the word swim out of the dictionary.
4. Students wrote a sentence using the word swim.
5. Students looked in newspapers and magazines for the letters to spell the word swim.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word they on flash card.
2. Students looked up the word they in the dictionary.
3. Students copied the word they and copied the definition for the word they out of the dictionary.
4. Students wrote a sentence using the word they.
5. Students looked in newspapers and magazines for the letters to spell the word they.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Poem "Recipe For A Hippopotamus Sandwich" by Shel Silverstein
writing paper
pencils

Preparation:
1. Placed flashcards on the chalkboard.
2. Student books were passed out.
3. Wrote the poem on chart tablet.
4. Gathered writing paper and pencils.

Procedure:
1. Reviewed the vocabulary words swim and they.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times.
5. Students brainstormed about other kinds of animals and made a list on the chalkboard.
6. Students brainstormed about other items that could be on a sandwich.
7. Students rewrote the poem using the animal and the new items for an animal sandwich.

DAY 4: Materials:
Poem "Recipe For A Hippopotamus Sandwich", Student's version

Preparation:
1. Placed poem on the reading table.

Procedure:
1. Read the poem once to the students.
2. Students came up and read the poem.
3. Students shared the new version of the animal sandwich with classmates.

WEEK NINE SUMMARY

After the students choral read the poem three times, the students brainstormed about the kind of animal sandwich to make and condiments to put on the animal sandwich. As the students gave the answers, the writer wrote the responses on the board by the students name. Each student was given two sheets of writing paper and began writing "Recipes" for an animal sandwich, following the same pattern format as the original poem.

The students were given writing papers back to complete the writing of the new poem. When the students finished writing, students asked to look up in magazines for pictures of the animal. When the students found the animal, the animal and the new poem were stapled on a large piece of construction paper and displayed on the bulletin board.

The students extended the activity by cutting a large pattern in the shape of bread out of brown or white construction paper. The students looked in magazines for pictures of the condiments named for the animal sandwich. The students cut out the pictures and pasted the pictures on the bread pattern to make the "sandwich".

WEEK TEN

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word thought on flash card.
2. Students looked up the word thought in the dictionary.
3. Students copied the word thought and copied the definition for the word thought out of the dictionary.
4. Students wrote a sentence using the word thought.
5. Students looked in newspapers and magazines for the letters to spell the word thought.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word toad on flash card. Discussed it was a noun.
2. Students looked up the word toad in the dictionary.
3. Students copied the word toad and copied the definition for the word toad out of the dictionary.
4. Students wrote a sentence using the word toad.
5. Students looked in newspapers and magazines for the letters to spell the word toad.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Poem "A Calendar" by Sara Coleridge
Cards on which months of the year were printed.

Preparation:
1. Wrote the poem on chart tablet.
2. Made cards with the months of the year printed on each card.
3. Placed flashcards on the chalkboard.
4. Student books were passed out.

Procedure:
1. Reviewed the vocabulary words thought and toad.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times.
5. Students worked with the teacher on the sequencing of the months of the year, according to the poem.

DAY 4: Materials:
Poem "A Calendar"
Cards on which months of the year were printed.

Preparation:
1. Placed poem on reading table.
2. Gave each student a set of cards.

Procedure:
1. Students came up and read the poem once.
2. After all students read the poem, the poem was turned away and students placed the months of the year in correct sequential order.
3. Once everyone was done, the poem was turned around and students were able to check themselves, according to the order in the poem.

WEEK TEN SUMMARY

There was a two week break between Week Nine and Week Ten because of the schoolwide Easter activities and the students spring break. The writer had to review dictionary skills, due to the long break. The students seemed to have forgotten how to use the guide words to look for the vocabulary words.

The poem "A Calendar" by Sara Coleridge consisted of two lines each discussing the months of the year. The writer noticed while the students were reading the poem, the enthusiasm was not shown as had been expressed for the other poems. The writer feels the poem was much too long for the students and would not use the poem again.

The writer originally chose the poem to help students reinforce learning the months of the year. The writer had the students name the months of the year in order, after the choral reading of the poem. The students discussed the holiday in each month.

The writer felt the activity would be good for sequencing skills, but students showed no enthusiasm. The students were given cards with months of the year printed on each card. The cards were mixed up. The writer turned around the poem and the students sequenced the months of the year. When the students were finished,

the poem was turned around and the students checked the work according to the poem. If the students had months in the wrong order, the students were able to self-correct the answers.

WEEK ELEVEN

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word turtle on flashcard. Discussed it was a noun.
2. Students looked up the word turtle in the dictionary.
3. Students copied the word turtle and copied the definition for the word turtle out of the dictionary.
4. Students wrote a sentence using the word turtle.
5. Students looked in newspapers and magazines for the letters to spell the word turtle.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word would on flashcard.
2. Students looked up the word would in the dictionary.
3. Students copied the word would and copied the definition for the word would out of the dictionary.
4. Students wrote a sentence using the word would.
5. Students looked in newspapers and magazines for the letters to spell the word would.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
Poem "If I Had a Brontosaurus"
by Shel Silverstein
writing paper
pencils

Preparation:
1. Wrote the poem on chart tablet.
2. Gathered materials for writing new poem.
3. Placed flashcards on the chalkboard.
4. Student books were passed out.

Procedure:
1. Reviewed the vocabulary words turtle and would.
2. Students read the words and definitions out of the books.
3. Read the poem to the students once.
4. Students choral read the poem several times.
5. Students brainstormed and gave names of other kinds of dinosaurs. Made a list of the dinosaurs.
6. Students brainstormed about different people's names to name a dinosaur. Made a list of the names.
7. After the two activities, students rewrote the poem using the names given during the brainstorming session.

DAY 4: Materials:
Poem "If I Had a Brontosaurus", Student's versions

Preparation:
1. Placed poem on reading table.
2. Passed out student versions of new poems.

Procedure:
1. Read the poem once.
2. Students read the poem once individually.
3. Students shared the new version with classmates.
4. Students colored the dinosaur chosen for the new poem.

WEEK ELEVEN SUMMARY

After the students read the poem, the students brainstormed for another dinosaur. Students had difficulty coming up with names of dinosaurs, until the writer went to the media center and checked out a set of Dinosaur Study Prints. The writer showed the different dinosaurs and told students the dinosaur names. Once the prints were shown, the students were able to pick out a dinosaur about which to write. The students used classmates names to name the dinosaur.

The students were given writing paper and pencils and rewrote the poem using the new dinosaur and names in place of the original dinosaur and names of the poem. The students shared new poems with classmates. When the students were finished sharing, the students were given a picture of the particular dinosaur written about to color. The writer had to go to a school supply store to find a ditto book on dinosaurs, so students would have the dinosaur chosen.

WEEK TWELVE

DAY 1: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word why on flashcard. Discussed it was a question word.
2. Students looked up the word why in the dictionary.
3. Students copied the word why and copied the definition for the word why out of the dictionary.
4. Students wrote a sentence using the word why.
5. Students looked in newspapers and magazines for the letters to spell the word why.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 2: Materials:

Dictionary	newspapers
writing paper	newsprint
pencils	scissors
magazines	paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Introduced the word went on flashcard.
2. Students looked up the word went in the dictionary.
3. Students copied the word went and copied the definition for the word went out of the dictionary.
4. Students wrote a sentence using the word went.
5. Students looked in newspapers and magazines for the letters to spell the word went.
6. The students cut and pasted the letters in order on the definition and sentence page.

DAY 3: Materials:
construction paper-assorted colors
buttons
yarn scraps
cloth scraps
crayons
paints
paste
wallpaper scraps
flashcards of all vocabulary words
System 80 machine

Preparation:
1. Placed all materials on table.

Procedure:
1. Students picked out color of paper for front and back cover of vocabulary books.
2. Students brainstormed for a "Title" of the book.
3. Students decorated the vocabulary books as they wanted.
4. While students were working on the covers of the vocabulary books, the writer reviewed vocabulary words on an individual basis.

DAY 4: Materials:
Flashcards of all vocabulary words
System 80 machine
construction paper-assorted colors
wallpaper scraps
buttons
yarn scraps
cloth scraps
crayons
paints
paste

Preparation:
1. Placed all materials on table.

Procedure:
1. Students continued working on covers for vocabulary books, while the writer reviewed vocabulary words on an individual basis.

WEEK TWELVE SUMMARY

After the students reviewed the vocabulary words, the students were asked to pick out color of construction paper for front and back of vocabulary books. Students brainstormed for "Title" of books. The students chose to call the books by own name. Once the students name was printed on the covers, the students proceeded to decorate the books. All the students had magazine pictures on front and backs of books. The students handed books to the writer to keep until dried.

When the students returned to class the following day, the writer handed out the books to the students. The writer watched three students become totally amazed at the end product. The students were totally enthralled in the books and asked to share the books with Practicuum Observer. Each student came back from Practicuum Observer with a brand new pencil. The Practicuum Observer told the students the pencil was given so the students could do more writing.

During week 13, students were tested on a one-to-one basis with flashcards, to check for mastery of known vocabulary. When the students were checked for mastery of vocabulary, the students showed total mastery of all vocabulary words.

SUMMARY OF METHODS PLAN

The writer discovered during the implementation of the Methods Plan, the students attention was good if the poetry was short and nonsensical and the rhythm caught the students up in the reading of the poem. If the poem was longer and did not have a catchy rhythm within the first few lines, the students were not as enthusiastic. The writer would use all the poems, except for "The Calendar" by Sara Coleridge. Some of the poems, such as the ones by Shel Silverstein and Laura E. Richards went over big, so therefore the writer would recommend looking for other poems written by these poets.

CHAPTER IV

Results

When the writer wrote the original objectives, the writer felt the practicuum would be a success if the students passed one of the three objectives listed. The writer's pre-test results substantiated the feelings of the writer. The students were unable to pass any of the objectives.

The writer's post-test results were higher than original expectations. When the students were post-tested by flashcards on a one-to-one basis in an untimed situation, all the students passed 100% (see Table 3).

Table 3

Post-Test Results of Objective One

Student #	Total Possible Score	Suggested Passing Score	Student Score
1	27	25	27
2	27	25	27
3	27	25	27
4	27	25	27
5	27	25	27
6	27	25	27
7	27	25	27
8	27	25	27

The students were to increas vocabulary by 25 words out of 27 introduced, but instead passed 27 out of 27 introduced.

The writer's second objective of the students being able to choose the correct word five out of ten times through the use of picture clues to complete a sentence, when tested on Systems 80 machine by the writer on a one-to-one basis in an untimed situation was unsuccessful. (see Table 4).

Table 4

Post-Test Results of Objective Two

Student #	Total Possible Score	Suggested Passing Score	Student Score
1	10	5	10
2	10	5	3
3	10	5	10
4	10	5	10
5	10	5	2
6	10	5	10
7	10	5	10
8	10	5	10

The writer feels the reason student number two did so poorly was because he was a student administratively placed in second grade, but was being sent to a first

grade transitional teacher for the daily instructions in all the academics. The writer feels the reason student number five did so poorly was because when tested for Specific Learning Disabilities (SLD) by the ESE Specialist, the test results showed some SLD, which may have hindered him on mastery of the objective.

The writer's expectations of the third objective of the students being able to use critical thinking skills to choose the correct word for at least five of ten incomplete context clues sentences when tested by the writer on a one-to-one basis in an untimed situation proved to be lower than the post-test results. The post-test results of the students showed mastery of the objective by 100% (see Table 5).

Table 5

Post-Test Results of Objective Three

Student #	Total Possible Score	Suggested Passing Score	Student Score
1	10	5	10
2	10	5	10
3	10	5	10
4	10	5	10
5	10	5	10
6	10	5	10
7	10	5	10
8	10	5	10

The writer feels the students critical thinking skills were improved tremendously through a combination of the dictionary skills and the poetry activities.

The writer believes one needs to know if students have mastered skills before moving on to new ones. After instruction or after reinforcement tasks had been completed, the writer determined if the skills were learned. The evaluation procedure was a written test, use of flashcards, or student mastery of a number of items on the Systems 80, in which the cut-off level had been set by the writer.

Evaluation among the disadvantaged students presented a number of problems peculiar to the group. The limitations in language, experiential background, and educational aspirations (high absenteeism) raised questions as to how much the students would gain over a short period of time. Educationally disadvantaged students presented symptoms of a quite different nature from those commonly met in the majority of middle-class subjects with reading difficulties. In the case of the disadvantaged student, levels of expected skill performances or what standards applied to pupil performances were not known.

Because of the aforementioned information, the writer felt the implementation plan was successful at the end of 12 weeks, when 80 percent of the students mastered two of the three tested objectives. Students increased vocabulary by 27 words when tested by flash cards on a one-to-one basis in an untimed situation. Students developed critical thinking skills when students chose the correct word ten times out of ten incomplete context clues sentences tested by the writer on a one-to-one basis in an untimed situation. The writer feels the practicuum was a tremendous success because of the fact students passed two of the three objectives.

CHAPTER V

Recommendations

The writer handed-out a compilation of the poems and activities used with the poems, at the writer's May 29th bi-monthly meeting with fellow colleagues, so the fellow colleagues could have the poems and activities to develop over the summer for next year's classes. The meetings took place on the fifth day of the week. When the writer was not in bi-monthly meetings, the writer met with the principal to keep him abreast of classroom implementation.

The compilations of the poems and activities used with the poems, were bound by the book binder in the library. The book was placed in the professional library, so that other teachers working with similar type students in the years to come, may check-out the book and use the poetry and activities.

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APPENDIX A

VOCABULARY LIST

NAME_____ 90

Skill 10: Identify 100 words from a designated word list (Ginn Level 1-5, Unit 2)

KEY: A = Level 2 words
B = Level 3 words
C = Level 4 words
D = Level 5, Unit 1
E = Level 5, Unit 2

A	work	C	wheels	D	another	mouse
	six		am		as	place
	we		are		best	ran
	book		truck		care	sometimes
	us		trick		ever	swim
	come		beat		find	they
	ten		trade		found	thought
	on		but		grandpa	toad
	not		thing		great	turtle
	seven		there		his	went
	good		take		know	why
	too		something		let's	would
	he		dog		listen	
	eight		ride		lost	
	four		don't		near	
	five		race		rolled	
			out		same	
B	will		mean		stay	
	who		me		talk	
	big		fox		tell	
	bread		made		was	
	can't		going		wished	
	whole		I'll		yesterday	
	this				your	
	red					
	then			E	after	
	did				away	
	do				black	
	see				came	
	blue				couldn't	
	put				down	
	green				first	
	now				frog	
	need				got	
	fish				happened	
	mom				happy	
	has				him	
	have				into	
	make				keep	
	help				kittens	
	purple					

APPENDIX B

VOCABULARY WORDS MOST MISSED

VOCABULARY WORDS MOST MISSED

after
away
black
came
couldn't
down
first
frog
got
happened
happy
him
into
keep
kittens
mouse
place
ran
sometimes
swim
they
thought
toad
turtle
went
why
would